



## Guard Your Garden With a Hungry Toad

by William J. O'Neill, National Geographic News Service

- 1 One of the best assistants a gardener can employ works for no pay. The homely toad is a relentless exterminator. Its fast-draw tongue, uncoiling quicker than the eye can see, plucks harmful insects off flowers, vegetables, grass, or leaves, and even snaps them out of the air in mid-flight. Emerging from hibernation in the spring, a hungry toad will eat up to 10,000 insects in three months. Cutworms, flies, grubs, sow bugs, caterpillars, grasshoppers, and beetles are all in its diet.
- 2 Naturalist Paul Zahl says either a toad or a frog can do the job equally well, and both are “strategically located” to snare at ground level insects that birds sometimes miss. “The toad is a natural insect trap,” Dr. Zahl said. “Sluggish and slow moving, it takes up a vantage point at dusk and then zaps nearly everything that comes within range.” Dr. Zahl views faster-moving frogs as more aggressive, but acknowledged that since frogs prefer to stay near a pond, toads may be better suited to most gardens. He pointed out that both amphibians need moisture, and suggested that to keep a toad in a garden, it is a good idea to provide it with a shallow pan of water.
- 3 Being kind to a toad may not come easily to some people. Even a frog is good-looking alongside the average toad, with its blotched, warty appearance. The lumps on a toad are poison sacs, which cause most animals that clamp their jaws around a toad in hopes of an easy meal to quickly spit it out. Yet the poison will not harm humans, although it can sting if it comes into contact with a cut or with the eyes. Science has determined that it simply isn’t true that handling a toad will cause warts—despite all the warnings given to thousands of children for centuries. Scientists agree that most species of toads are basically harmless—and undoubtedly are boons to farmers and gardeners. Giant toads from South America, as well as some other species, have even been imported to the United States to help control insect pests.
- 4 Though toads are still around, they no longer are as common in some areas as they were a few decades ago. The growing use of insecticides has reduced their numbers. The chemical sprays usually do not harm frogs or toads, but cut down the animals’ food supply. The urban gardener who decides that a toad would be useful in the backyard will probably have to go out into the woods or the countryside to fetch one.
- 5 A word of caution: Toads are cheaper than petroleum-based insecticides, but they also are noisier at night. Light sleepers may choose to do without them.

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CSR1P103-1

## In Fishing for Answers, They Found the Cause of a Frog’s Decline

by *Martin Forstenzer*

- 1 Martin Roland Knapp first became interested in mountain yellow-legged frogs in the late 1980s when he accidentally stumbled upon a huge population of them while on a recreational hike in the remote backcountry of California’s Kings Canyon National Park.
- 2 “It was something I had never seen before, and I was fascinated,” he recalls. “I spent most of that trip looking at the lakes where the frogs were living, and looking around at where they weren’t.”
- 3 Knapp’s discovery of a thriving population of mountain yellow-legged frogs was significant because by that time the species had virtually disappeared from much of its native range in the Sierra Nevada. As recently as the 1970s, the frogs had been abundant there.
- 4 A biologist with the University of California, Knapp soon joined forces with another scientist who was concerned about the frog decline: Kathleen Matthews of the U.S. Forest Service. In the past four years, the two biologists have both hiked about 400 miles each summer through the Sierra backcountry studying high-elevation lakes. Their work is helping solve one of many mysteries involving vanishing frogs in the United States.
- 5 Although the widespread declines of amphibian species throughout the world are generally well documented, the causes are often hard to pinpoint. Habitat loss, pollution, ultraviolet light, parasites and introduced predators are all blamed for the decline, but the circumstances seem to vary from place to place. Many scientists are particularly concerned about the increasing discoveries in the United States and other countries of a large number of frogs of different species with missing or extra limbs, missing eyes and other abnormalities.
- 6 In the case of the mountain yellow-legged frog, Knapp and Matthews have produced compelling evidence that a single source—introduced, nonnative rainbow, brook and golden trout—is the main cause of its decline. They are not sure how many of the frogs still survive.
- 7 Almost all of the thousands of lakes and ponds above 7,500 feet in the High Sierra were fishless before settlers began stocking those waters with trout in the mid-1800s. After World War II, the California Department of Fish and Game started an intensive trout stocking program<sup>1</sup> in the high lakes. The practice may have helped eliminate some of the last fishless refuges for the mountain yellow-legged frog in the Sierra.
- 8 The species’ characteristics make it more vulnerable than many other amphibians to trout predation.<sup>2</sup> It is highly aquatic, spending virtually its entire life in the water. While other frogs metamorphose<sup>3</sup> in weeks or months, the mountain yellow-legged frog remains in the vulnerable tadpole stage for between two and four years. That also confines its habitat to deeper lakes that do not freeze in winter or dry up in summer—the same mountain lakes that hold trout.

<sup>1</sup>**trout stocking program:** a program in which trout are removed from their natural habitat, bred in large numbers, and returned to their homes.

<sup>2</sup>**trout predation:** being captured as prey by trout.

<sup>3</sup>**metamorphose:** grow or change in form and development.

## Released Test Questions

## English–Language Arts



- 9 Knapp and Matthews' research has confirmed that over all, when lakes hold nonnative trout they generally have no frogs, and vice versa. They also found that frogs persisted in the national park, while they have virtually disappeared from the wilderness area. They believe that fishless refuges must be established in the Sierra to restore the frog species. "If we do it right," says Knapp, "I don't think fishermen will lose much but the frog will gain a tremendous amount."

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CSR1P103-2

**49** What is the intent of paragraph 3 in "Guard Your Garden With a Hungry Toad"?

- A to warn readers about dangers toads can pose to pets
- B to reassure readers who may have objections to garden toads
- C to describe to readers in detail the appearance of toads
- D to give readers examples of different toads that can be used in the garden

CSR13218.103

**50** Read this sentence from paragraph 5 of "In Fishing for Answers, They Found the Cause of a Frog's Decline."

Many scientists are particularly concerned about the increasing discoveries in the United States and other countries of a large number of frogs of different species with missing or extra limbs, missing eyes and other abnormalities.

What is the meaning of the underlined word in the sentence?

- A harmless features
- B complex features
- C unusual features
- D common features

CSR13222.103



## English–Language Arts

## Released Test Questions

**51** Which statement *best* describes the organization of paragraphs 4–7 from “In Fishing for Answers, They Found the Cause of a Frog’s Decline”?

- A The paragraphs present an effect and outline its possible causes.
- B The paragraphs give advice on how to solve a problem.
- C The paragraphs compare and contrast different possible explanations.
- D The paragraphs explain a process in step-by-step order.

CSR13223.103

**52** What argument do the scientists make in paragraph 9 of “In Fishing for Answers, They Found the Cause of a Frog’s Decline”?

- A The environment is threatened by human activity.
- B Saving frogs is more important than the needs of people.
- C Saving frogs is possible with human intervention.
- D The Sierras should be closed to further development.

CSR13225.103

**53** Which topic is covered in “In Fishing for Answers, They Found the Cause of a Frog’s Decline” that is *not* covered in “Guard Your Garden With a Hungry Toad”?

- A the ways that toads are helpful to the environment
- B the harm that could come from importing nonnative species
- C the threats caused by insecticides to different toad species
- D the frogs like to stay near water

CSR13229.103

*from Barrio Boy**by Ernesto Galarza*

This excerpt, taken from the autobiography of the author, relates the story of young Galarza’s first days at a new school.

- 1 . . . Exactly as we had been told, there was a sign on the door in both Spanish and English: “Principal.” We crossed the hall and entered the office of Miss Nettie Hopley.
- 2 . . . Almost tiptoeing across the office, I maneuvered myself to keep my mother between me and the lady. In a matter of seconds I had to decide whether she was a possible friend or a menace. We sat down.
- 3 Then Miss Hopley did a formidable thing. She stood up. Had she been standing when we entered she would have seemed tall. But rising from her chair, she soared. And what she carried up and up with her were firm shoulders, a straight sharp nose, full cheeks slightly molded by a curved line along the nostrils, thin lips that moved like steel springs, and a high forehead topped by hair gathered in a bun. Miss Hopley was not a giant in body but when she mobilized it to a standing position she seemed a match for giants. I decided I liked her.
- 4 Miss Hopley joined us with a large book and some papers in her hand. She, too, sat down and the questions and answers began by way of our interpreter. My name was Ernesto. My mother’s name was Henriqueta. My birth certificate was in San Blas. Here was my last report card from the Escuela Municipal Número 3 para Varones of Mazatlán,<sup>1</sup> and so forth. Miss Hopley put things down in the book and my mother signed a card.
- 5 As long as the questions continued, Doña<sup>2</sup> Henriqueta could stay and I was secure. Now that they were over, Miss Hopley saw her to the door, dismissed our interpreter and without further ado took me by the hand and strode down the hall to Miss Ryan’s first grade.
- 6 Miss Ryan took me to a seat at the front of the room, into which I shrank—the better to survey her. She was, to skinny, somewhat runty me, of a withering height when she patrolled the class. And when I least expected it, there she was, crouching by my desk, her blond radiant face level with mine, her voice patiently maneuvering me over the awful idiocies of the English language.
- 7 During the next few weeks Miss Ryan overcame my fears of tall, energetic teachers as she bent over my desk to help me with a word in the pre-primer. Step by step, she loosened me and my classmates from the safe anchorage of the desks for recitations at the blackboard and consultations at her desk. Frequently she burst into happy announcements to the whole class. “Ito can read a sentence,” and small Japanese Ito slowly read aloud while the class listened in wonder: “Come, Skipper, come. Come and run.” The Korean, Portuguese,

<sup>1</sup>Escuela Municipal Número 3 para Varones of Mazatlán: Municipal School Number 3 for Boys of Mazatlán.

<sup>2</sup>Doña: a Spanish title of respect meaning “lady” or “madam.”

Italian, and Polish first graders had similar moments of glory, no less shining than mine the day I conquered “butterfly,” which I had been persistently pronouncing in standard Spanish as boo-ter-flee. “Children,” Miss Ryan called for attention. “Ernesto has learned how to pronounce *butterfly*!” And I proved it with a perfect imitation of Miss Ryan. From that celebrated success, I was soon able to match Ito’s progress as a sentence reader with “Come, butterfly, come fly with me.”

- 8 Like Ito and several other first graders who did not know English, I received private lessons from Miss Ryan. Keeping an eye on the class she read with me about sheep in the meadow and a frightened chicken going to see the king, coaching me out of my phonetic ruts in words like *pasture*, *bow-wow-wow*, *hay*, and *pretty*, which to my Mexican ear and eye had so many unnecessary sounds and letters. She made me watch her lips and then close my eyes as she repeated words I found hard to read. When we came to know each other better, I tried interrupting to tell Miss Ryan how we said it in Spanish. It didn’t work. She only said “oh” and went on with *pasture*, *bow-wow-wow*, and *pretty*. It was as if we were both discovering together the secrets of the English language and grieving together over the tragedies of Bo-Peep. The main reason I was graduated with honors from the first grade was that I had fallen in love with Miss Ryan. Her radiant, no-nonsense character made us either afraid not to love her or love her so we would not be afraid, I am not sure which. It was not only that we sensed she was with it, but also that she was with us.
- 9 At Lincoln [School], making us into Americans did not mean scrubbing away what made us originally foreign. The teachers called us as our parents did, or as close as they could pronounce our names in Spanish or Japanese. No one was ever scolded or punished for speaking in his native tongue on the playground.
- 10 Matti told the class about his mother’s down quilt, which she had made in Italy with the fine feathers of a thousand geese. Encarnación acted out how boys learned to fish in the Philippines. I astounded the third grade with the story of my travels on a stagecoach, which nobody else in the class had seen except in the museum at Sutter’s Fort. After a visit to the Crocker Art Gallery and its collection of heroic paintings of the golden age of California, someone showed a silk scroll with a Chinese painting. Miss Hopley herself had a way of expressing wonder over these matters before a class, her eyes wide open until they popped slightly. It was easy for me to feel that becoming a proud American, as she said we should, did not mean feeling ashamed of being a Mexican.

“Barrio Boy” by Ernesto Galarza, copyright © 1971 by The University of Notre Dame Press. Reprinted with permission.

CSR2P053-1

## Miracles

by Walt Whitman

- Why, who makes much of a miracle?  
As to me I know nothing else but miracles,  
Whether I walk the streets of Manhattan,  
Or dart my sight over the roofs of houses toward the sky,  
5 Or wade with naked feet along the beach just in the edge of  
the water,  
Or stand under trees in the woods,  
Or talk by day with any one I love . . .  
Or sit at table at dinner with the rest,  
10 Or look at strangers opposite me riding in the car,  
Or watch honeybees busy around the hive of a summer  
forenoon<sup>1</sup>  
Or animals feeding in the fields,  
Or birds, or the wonderfulness of insects in the air,  
15 Or the wonderfulness of the sundown, or of stars shining  
so quiet and bright,  
Or the exquisite delicate thin curve of the new moon in  
spring;  
These with the rest, one and all, are to me miracles,  
20 The whole referring, yet each distinct and in its place.  
To me every hour of the light and dark is a miracle,  
Every cubic inch of space is a miracle,  
Every square yard of the surface of the earth is spread with  
the same,  
25 Every foot of the interior swarms<sup>2</sup> with the same.  
To me the sea is a continual miracle,  
The fishes that swim—the rocks—the motion of the waves—  
the ships with the men in them,  
What stranger miracles are there?

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CNR2P053-2

<sup>1</sup>forenoon: morning.

<sup>2</sup>swarms: is filled or crowded.



English–Language Arts

Released Test Questions

- 54** The *main* purpose of “Barrio Boy” is
- A to make an argument about the need for better education.
  - B to share the author’s feelings about the best type of teacher.
  - C to discuss issues relating to education that are important to the author.
  - D to relate the experience of growing up as an immigrant student.

CSR20174.053

- 55** The excerpt from “Barrio Boy” can *best* be described as which type of writing?
- A a novella
  - B an editorial
  - C an informational article
  - D a personal essay

CSR20177.053

- 56** In “Barrio Boy,” the phrase “lips that moved like steel springs” is an example of
- A a metaphor.
  - B hyperbole.
  - C a simile.
  - D an idiom.

CSR20172.053

- 57** Read lines 19 and 20 from “Miracles.”

These with the rest, one and all, are to me miracles,  
 The whole referring, yet each distinct and in its place.

What is the narrator explaining to the reader in these lines?

- A We must have wonderful experiences to appreciate life.
- B The experiences we have in life are all the same.
- C Every experience reveals the wonder of life.
- D Life is made up of many positive and negative experiences.

CSR20179.053

- 58** Both “Barrio Boy” and “Miracles” address which theme?

- A Everyone can learn about new ideas.
- B A person can overcome fear of new situations.
- C People should take pride in their background.
- D Everyone should appreciate the everyday joys.

CSR20184.053



**Document A**

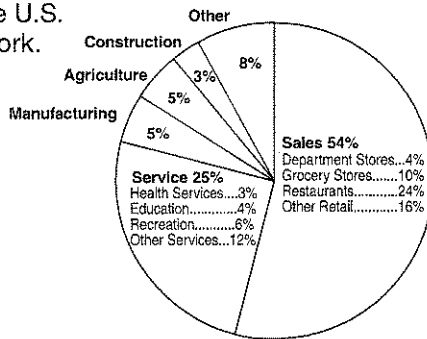
# Federal Child Labor Standards for Teenagers

## Teenage labor in the United States

Federal Law establishes child labor standards affecting teenage workers in the private sector and in federal, state, and local governments.

## Where do U.S. teenagers work?

The pie chart below shows where U.S. teenagers work.



## What work is unlawful?

- ★ Driving motor vehicles
- ★ Operating power-driven
  - hoisting equipment
  - metal-forming machinery
  - woodworking machinery
  - bakery machinery
  - paper-product machinery
  - saws or shears
- ★ Roofing operations
- ★ Excavation operations
- ★ Manufacturing brick or tile
- ★ Manufacturing or storing explosives
- ★ Working with radioactive substances
- ★ Meat packing or processing
- ★ Logging and sawmilling
- ★ Wrecking or demolition
- ★ Mining

## How can injuries be prevented?

### DEMAND TRAINING

Insist on adequate supervision and easy access to a supervisor at all times. Demand sufficient training on equipment and chemicals you are required to use. Refuse to use unknown substances or machinery that is broken or improperly installed.

### WEAR PROTECTIVE EQUIPMENT

Always use whatever protective equipment is supplied. Protective clothing includes non-slip shoes, gloves, goggles, and other specific job-related protective gear. Request reasonable protective equipment if it is not provided automatically.

### KNOW YOUR ENVIRONMENT

Inquire about workplace hazards and precautions that can help prevent injuries. Workplace hazards are objects and situations present at your job that could potentially hurt you. Recognize safety hazards such as hot grease, slippery floors, unsafe ladders, sharp knives, and heavy lifting.

### KNOW THE LAW

Learn about federal and state laws governing employment for teenagers and make sure your supervisor enforces them.

## How many hours may be worked?

- Teenagers [ages 14-15] may total no more than
- 3 hours on a school day
  - 18 hours in a school week \*
  - 8 hours on a non-school day
  - 40 hours in a non-school week

Teenagers may NOT work

- Before 7 a.m. on any day
- After 7 p.m. during the school year
- After 9 p.m. during school vacation
- 16- and 17-year-olds have no restrictions on work hours.

\* A school week is any week in which school attendance is required for any part of four or more days.

## What are the responsibilities?

Employer and employee share the responsibility for keeping the workplace safe and healthy. As a teenage worker, you can do your part by taking these steps:

1. Follow rules.
2. Use safety equipment.
3. Keep your work area clean.
4. Keep walkways uncluttered.
5. Report all injuries.
6. Notify a supervisor if you feel sick.
7. Ask for help when needed.
8. Report safety problems.
9. Clean up spills immediately.



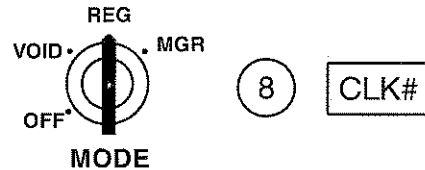
Document B

# Using a Cash Register

## GETTING STARTED

Each time you begin working at a new cash register, it is necessary to clear the area around the cash register of any trash. Then enter your clerk code before entering prices into the register. To enter your clerk code:

1. Turn the MODE switch to REG (register).
2. Enter your Clerk Code followed by the **CLK#** key.



## ITEM ENTRY

Enter the price for each item followed by the Department Key. For example, a \$12.50 item from the Meat Department (Dept. 5) would be entered like this:

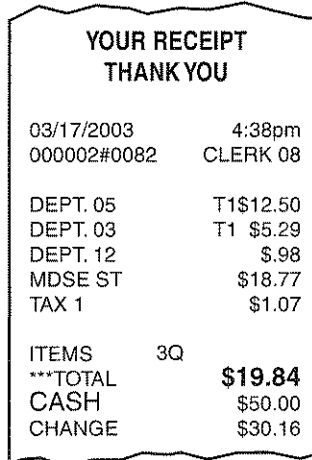


## COMPLETING A TRANSACTION

1. When you have completed entering items, press the **SBTL** key to display a subtotal.
2. Press the **TAX 1** key to add the tax amount and the **TL** key to display the total, tax included.
3. Enter the amount received from the customer. Press the **CASH** or **CHK** key.
4. Press the **CHG** key. The change due is displayed and the drawer is opened.
5. Tear off the receipt and give it to the customer, along with his or her proper change.
6. Close the drawer.

**EXAMPLE:**                      **Key Operation**                      **Display**                      **Printed Receipt**

Clerk Code	8	<b>CLK#</b>	<b>-08</b>
Item Entries	1250	<b>D-5</b>	<b>05 12.50</b>
	529	<b>D-3</b>	<b>03 5.29</b>
	98	<b>D-12</b>	<b>12 .98</b>
Subtotal	1877	<b>SBTL</b>	<b>ST 18.77</b>
Tax	107	<b>TAX 1</b>	<b>TAX 1.07</b>
Total	1984	<b>TL</b>	<b>TL 19.84</b>
Amount Received	5000	<b>CASH</b>	<b>REC 50.00</b>
Change	3016	<b>CHG</b>	<b>CHG 30.16</b>



Date/Time  
Register Number/Clerk Code  
Items  
Price  
T1 if taxable  
Merchandise Subtotal  
Tax Amount  
Total Quantity  
Total Amount  
Amount Received  
Change

## Released Test Questions

## English–Language Arts



**59** According to Document A, if a teenager is asked to work with faulty equipment, he or she should

- A report the equipment to the government.
- B repair the equipment first.
- C tell the police about the equipment.
- D refuse to work with the equipment.

CSR20719.014

**60** Read this sentence from the section titled “How can injuries be prevented?” in Document A.

Inquire about workplace hazards and precautions that can help prevent injuries.

Which is an example of a *precaution*?

- A lifting cardboard boxes
- B writing instruction manuals
- C wearing safety glasses
- D using electric power tools

CSR20721.014

**61** According to the information in Document A, which is the *most accurate statement*?

- A A 14-year-old may work until 8 p.m. on a school night.
- B A 14-year-old may start work at 6 a.m.
- C A 15-year-old may work 4 hours per school day.
- D A 16-year-old may work 5 hours on a school day.

CSR20724.014

**62** In which category from the pie chart in Document A would the job from Document B be included?

- A Construction
- B Agriculture
- C Manufacturing
- D Sales

CSR20729.014

**63** According to Document B, which *best* describes what should be done just before the tax on a purchase is calculated?

- A The clerk should press the subtotal key.
- B The clerk should enter the department code.
- C The clerk should receive money from the customer.
- D The clerk should make sure the drawer is opened.

CSR20727.014

**64** Which information, if added to Document B, could *best* help a clerk working at a cash register?

- A a list of store locations
- B steps on how to cancel a sale
- C instructions on becoming a store manager
- D the location of a hand-held calculator

CSR20730.014

**65** Compared to Document A, Document B is more

- A focused on safety.
- B legal-sounding.
- C job-specific.
- D statistic-oriented.

CSR20731.014



The following questions are not about a passage. Read and answer each question.

66 Read this sentence.

“Come on, Christopher!” Laura cried as Christopher continued to scrutinize the menu. “You’ve been looking at the menu all day—just pick something!”

To scrutinize means

- A to study carefully.
- B to read with difficulty.
- C to skim quickly.
- D to read carelessly.

CSR10679.OSA

67 Which word is formed from the Latin root meaning “to carry”?

- A dissolve
- B attract
- C migrate
- D transport

CSR10667.OSA

68 Which word is formed from the Greek root meaning “earth”?

- A democratic
- B cultural
- C geographic
- D historical

CSR00424.OSA

69 The word *monotonous* contains a Greek prefix meaning

- A single.
- B frequent.
- C quiet.
- D basic.

CSR21006.OSA

The following is a rough draft of a student’s report, which may contain errors.

### Composting: Another Form of Recycling

- (1) Recycling can mean much more than aluminum cans, paper, and plastic. (2) Did you know that you can recycle much of your kitchen waste as well? (3) Not only that, but you can provide amazing help to your garden along the way! (4) It is called composting, and it is very easy to do.
- (5) When you compost, you put all organic material, except for anything containing animal fat, into a pile where natural bacteria begin the process of decomposition. (6) Items to put into your compost include: vegetable and fruit scraps, grass clippings, leaves, and even coffee grounds.
- (7) It is a good idea to “turn” your compost pile occasionally. (8) This process introduces oxygen into the pile, which is beneficial to the bacteria. (9) Also, keep your pile moist, about as moist as a damp sponge. (10) When it has become a dark brown color and has a composition like dirt, add the compost to your garden or lawn. (11) You will be thrilled by the results.

CSL1P081



## English–Language Arts

## Released Test Questions

**70** How should sentence 1 be rewritten for precision of word choice?

- A Recycling is more than the aluminum cans, paper, and plastic that people might first think about.
- B Recycling possibilities are much more than the stuff we trash on a daily basis.
- C Recycling does not have to be limited to aluminum cans, paper, and plastic.
- D The possibilities related to recycling extend past what we normally think of.

CSL10709

**71** The student's teacher has asked his students to choose five words from their reports and add suffixes correctly. The student selects the word amazing and changes the *-ing* ending to *-ment*. What is the correct spelling of the new word?

- A amazment
- B amazedment
- C amazement
- D amaizement

CSL10707

**72** How should sentence 7 be written so that the ideas are *most* precisely stated?

- A Once items have been added and a substantial pile has developed, it is a good idea to turn, or rotate, the material using a pitchfork or shovel.
- B Turning the pile once in a while is an excellent idea because it really turns the substances around in there.
- C When many items are added and a large pile has amounted, turn it around a few times to mix it up.
- D If you keep adding various materials to the pile, it will then be necessary to turn it a little in order for the blending process to occur.

CSL10710.081

**73** Which sentence below should be added to the end of the second paragraph in order to *most* effectively transition to the third paragraph?

- A Overall, the process of composting can be a lot of fun to do with the whole family.
- B After that, the process of composting requires some additional maintenance.
- C Then you will need to put a lid on your compost bin, and you're done.
- D Nevertheless, the new mixture will need to blend together over time.

CSL10708